

DIRECTIONS FOR COMPLETION OF THE READING FIRST (LEA) APPLICATION

Submit an original and three copies postmarked by March 1, 2004 to the following address:

Federal Discretionary Grants
Department of Elementary and Secondary Education
205 Jefferson Street, PO Box 480
Jefferson City, Missouri 65102-0480

Narratives must be typed, confined to space provided, and restricted to 10-12 pt. font size. If you complete the application on-line it is set to a default font of 10 pt. **No attachments will be accepted with the application.**

SECTION I - FOR DESE USE ONLY

The signature of the authorized DESE official is for Department use only.

SECTION II - TOTAL BUDGET

Budget totals must be completed and shown in the grid.

SECTION III - DISTRICT AND PROGRAM INFORMATION

List the name of the District that will be serving as the fiscal agent for the grant and indicate the board-authorized representative. Complete the grant contact information. The grant contact should be someone who knows the grant well and will be in daily contact with the project staff. The building code for the authorized representative and for each of the grant contacts should be the actual school building in which they are located. Fill in the numbers for the percent of students below the poverty line as reported in the U.S. Census in 2001 and 2003. Check the box if there are at least 6,500 students served from families living below the poverty line, if your school is in an empowerment zone, if your school is an enterprise community, and if there are any buildings in your district targeted for school improvement under Title I.

SECTION IV - ASSURANCES AND CERTIFICATION

Original signature of the superintendent or authorized representative guarantees all assurances will be met.

SECTION V - PROGRAM GOAL AND OBJECTIVES

The program goal is that all students will read at grade level or above by the end of third grade. The district can write up to 5 objectives that support the program goals. At least two objectives must be related to student learning and at least one objective to professional development. Additional objectives can be added to fit the needs of your students and/or staff. Objectives must be written to include the following information: who are the learners, what will they do, how well will they do it, how will it be measured, and the timeframe.

SECTION VI - DISTRICT AND BUILDINGS TO BE SERVED

Section VI - A. Scoring Guide: To complete this section consult pages 20-21 of the State Educational Agency (SEA) Application.

Section VI - B. District and Buildings to be Served Narrative: The narrative for this section will address the standards as listed. Include district information about MAP (Communication Arts Grade 3) and give a brief overview of past district reading initiatives in the buildings to be served. Discuss the following: teacher certification and buy-in of staff, large numbers of migrant students or high levels of mobility, what have you tried

to improve reading in your district and did it work, how did you get in the position of needing Reading First, and what are your specific needs?

Section VI - C. School Profile: Include county-district code, building code, and building name for **each** building included in the Reading First application. A district can apply for up to 15 eligible K-3 buildings. Complete this page for each building. Include a profile of the building including demographic information to substantiate needs, identify free and reduced lunch percentage, whether the building is identified for Title I school improvement, and describe how the school demonstrates capacity and readiness to make the needed changes (e.g. leadership stability and support, and staff support and stability).

Section VI - D. Building Data Table: Complete the information as directed for each eligible building. Totals are required for the numbers of teachers in K-3, Special Education (SE), and Limited English Proficient (LEP).

Section VI - E. Introduction: The introduction should be an overview of the project that discusses the goals and objectives of the grant. Describe why the grant is needed, generally what the grant will involve and who will be involved. Discuss staff training and buy-in and what the expected outcomes are. This is the first opportunity to pull the readers in and impress them with your planning. Identify the core reading program selected and discuss how you chose that program along with the supplemental and intervention materials.

SECTION VII – INSTRUCTIONAL ASSESSMENT

Section VII - A. Scoring Guide: To complete this section consult pages 21-25 of the State Educational Agency (SEA) Application.

Section VII - B. Instructional Assessment Narrative: The narrative for this section will address the standards as listed.

Proposal describes alignment of the assessments with the instructional program of the selected schools. Fill in the sections labeled “DSA” on the chart on page 25 of the SEA Application.

Proposal describes how information from assessments will be used to make instructional decisions and to plan appropriate interventions for K-3 students. The selection and administration and validity and reliability refer to District Selected Assessments (DSA). Describe how you selected the assessments and provide evidence (usually publishers) of the validity and reliability of these assessments.

SECTION VIII – INSTRUCTIONAL STRATEGIES AND PROGRAMS

Section VIII - A. Scoring Guide: To complete this section consult pages 25-28 of the State Educational Agency (SEA) Application.

Section VIII - B. Instructional Strategies and Programs Narrative: The narrative for this section will address the standards as listed.

Proposal includes 90 minutes daily of uninterrupted instructional reading time and describes how comprehensive reading programs based on Scientifically Based Reading Research (SBRR) will be implemented to provide instruction for all K-3 students.

Proposal describes how instructional strategies and programs will address the five essential components of reading.

Proposal describes how the instructional strategies and programs will enable students to be proficient readers as measured by Terra Nova and MAP Communication Arts at the end of each grade level K-3.

Proposal describes how instructional strategies and interventions based on SBRR will be used to accelerate performance and monitor progress of students who are reading below grade level and those who are furthest from meeting the Show-Me Communication Arts Standards.

Proposal describes how comprehensive reading programs based on SBRR will be implemented without layering selected programs on top of non-research based programs already in use.

SECTION IX – INSTRUCTIONAL MATERIAL

Section IX - A. Scoring Guide: To complete this section consult pages 28-29 of the State Educational Agency (SEA) Application.

Section IX - B. Instructional Materials Narrative: The narrative for this section will address the standards as listed.

Proposal describes the selection and implementation of instructional materials based on SBRR. Include supplemental and intervention programs and materials that are integrated and coordinated with the comprehensive reading program and the five essential components of reading.

Proposal describes the selection and implementation of instructional materials that include reading levels that meet the requirements of various instructional strategies and the needs of all children.

Proposal contains assurances that instructional materials will be used for their intended purposes, (e.g. supplemental, intervention).

SECTION X – INSTRUCTIONAL LEADERSHIP

Section X - A. Scoring Guide: To complete this section consult page 29 of the State Educational Agency (SEA) Application.

Section X - B. Instructional Leadership Narrative: The narrative for this section will address the standards as listed.

Proposal describes the commitment of the leadership to the principle that all children can be taught to read.

Proposal describes the roles of the superintendent and building principal in maintaining focus and assuring adequate resources, removing barriers to success, protecting instructional time and providing time in the schedule for teachers and principals to share what they have learned.

Proposal describes how data will be used to provide extra help and support for teachers where needed.

Proposal details the hiring of a sufficient number of coaches to provide support for good implementation of all aspects of the program.

SECTION XI – DISTRICT AND SCHOOL BASED PROFESSIONAL DEVELOPMENT

Section XI - A. Scoring Guide: To complete this section consult pages 29-30 of the State Educational Agency (SEA) Application.

Section XI - B. District and School Based Professional Narrative: The narrative for this section will address the standards as listed.

Proposal describes how results-based professional development of K-3 teachers, K-12 special education teachers, ESL teachers and other instructional staff will be provided.

Proposal describes how reading coaches (minimum one for every 20 teachers) will provide at least four classroom-based sessions per month to participating teachers, based on individual needs.

Proposal describes how the results-based professional development will include intensive and focused attention to: essential components of reading instruction; implementing programs and strategies based on SBRR that utilize appropriate materials for the classroom and library; screening, diagnostic, and classroom-based instructional assessments using a variety of delivery methods.

Proposal describes how results-based professional development will be clearly aligned with the instructional program, the Show-Me State Standards and Missouri Assessment Program.

Proposal will include adequate time allowances for teachers to learn new concepts and to practice what they have learned.

Proposal describes how targeted professional development will be provided for teachers who need additional assistance.

Proposal describes how teachers will be provided adequate time for learning and implementing scientifically based reading instruction, including time for study, observation, practice, application, and evaluation.

SECTION XII – DISTRICT BASED TECHNICAL ASSISTANCE

Section XII - A. Scoring Guide: To complete this section consult page 30 of the State Educational Agency (SEA) Application.

Section XII - B. District Based Technical Assistance Narrative: The narrative for this section will address the standards as listed.

Proposal describes a clear plan for district provided technical assistance including provisions for adequate resources from a variety of funding sources.

Proposal describes the facilitation of on-going job-embedded professional development.

Proposal describes how the district will provide assistance in developing specific, measurable, attainable, researched-based and time-phased objectives.

Proposal describes how the district will provide the assessments (DIBELS, TERRA NOVA, MAP Communication Arts 3rd Grade, and ERDA-R) and data for grades K-3 for monitoring the progress and success of the program.

Proposal describes how the district will generate community understanding and support for the program.

SECTION XIII – QUALIFICATIONS, RESPONSIBILITIES, AND TRAINING OF READING FIRST COACHES

Section XIII - A. Scoring Guide: To complete this section consult page 31 of the State Educational Agency (SEA) Application.

Section XIII - B. Qualifications, Responsibilities, and Training of Reading First Coaches Narrative: The narrative for this section will address the standards as listed.

Proposal includes a detailed description of the proposed RF Literacy Coach's qualifications, which should include:

1. knowledge of current research in the five essential components of reading instruction

2. experience as a successful Special Education, ESL, reading resource or primary classroom teacher
3. experience as a building teacher-leader and/or professional development facilitator
4. understanding of the importance of using assessment data to inform decisions and communicating results to students, staff, parents, the community, and all stakeholders

Proposal provides a complete explanation of the roles and responsibilities of the RF Literacy Coach which should include, but not be limited to:

1. attending state-level training, training provided by the RPDC & district and other training as needed
2. serving as a mentor, model, and coach for all teachers and others (paraprofessionals, tutors, etc.) involved in implementing the program
3. encouraging colleagues to participate in quality professional development experiences related to the five essential components of reading instruction
4. offering specialized literacy assistance for working with struggling readers
5. coordinating intervention plans with classroom instruction
6. coordinating efforts with Title I, preschool programs, Special Education, ESL, and all federal, state, and local programs that address the literacy needs of students
7. establishing communication links with parents, the community, preschool programs, and nearby universities

SECTION XIV – EVALUATION STRATEGIES AND REPORTING

Section XIV - A. Scoring Guide: To complete this section consult pages 31-32 of the State Educational Agency (SEA) Application.

Section XIV - B. Evaluation Strategies and Reporting Narrative: The narrative for this section will address the standards as listed.

Proposal describes goals/objectives consistent with the desired outcomes and required activities of the Reading First program. Objectives must be written to include the following information: who are the learners, what will they do, how well will they do it, how will it be measured, and the timeframe.

Proposal describes how the evaluation plan will document effectiveness of Reading First activities within buildings to be served and the district as a whole.

Proposal describes how the results of the standardized outcome assessments (DIBELS, TERRA NOVA, MAP Communication Arts 3rd Grade, ERDA-R) will be disaggregated to reflect the population of students participating within each school, (e.g. economically disadvantaged, major racial and ethnic groups, students with disabilities and LEP) and reported to stakeholders and DESE.

Proposal describes how the district will use school evaluation data annually to determine need for intervention in schools not meeting the Reading First Goals.

Proposal describes a summative evaluation of MAP data at the end of three years of implementation.

SECTION XV – ACCESS TO PRINT MATERIALS

Section XV - A. Scoring Guide: To complete this section consult page 32 of the State Educational Agency (SEA) Application.

Section XV - B. Access to Print Materials Narrative: The narrative for this section will address the standards as listed.

Proposal describes how students will be provided access to class, school and community libraries and outside reading programs.

Proposal describes how students will be encouraged to utilize engaging reading materials.

Proposal describes how students will have access to a wide array of engaging reading materials, including both expository and narrative texts.

SECTION XVI – SERVING SPECIAL POPULATIONS

Section XVI - A. Scoring Guide: To complete this section consult page 32 of the State Educational Agency (SEA) Application.

Section XVI - B. Serving Special Populations Narrative: The narrative for this section will address the standards as listed.

Proposal adequately describes how grant activities will serve K-12 special education students and staff.

Proposal adequately describes how grant activities will serve K-3 Limited English Proficient (LEP) students and staff currently in the district or provide plans for future services if no current LEP population.

SECTION XVII – MANAGEMENT PLAN AND COORDINATION OF RESOURCES

Section XVII - A. Scoring Guide: To complete this section consult page 33 of the State Educational Agency (SEA) Application.

Section XVII - B. Management Plan and Coordination of Resources Narrative: The narrative for this section will address the standards as listed.

Proposal demonstrates that the staff for administering local Reading First activities is adequate in size and qualifications to support the number and needs of the selected schools.

Proposal includes a detailed timeline of activities, including benchmarks for carrying out the required elements of the Reading First program.

Proposal demonstrates that the allocation of resources will be sufficient to successfully complete the plan.

Proposal describes how the district will build on and promote coordination among literacy programs in the district to increase the effectiveness of these programs and to avoid duplication of efforts.

Proposal demonstrates that all activities are integrated and will operate in a coherent and seamless fashion.

Proposal describes how the activities funded by the grant will be continued after the grant period.

SECTION XVIII – BUDGET

Section XVIII - A. Scoring Guide: To complete this section consult page 33 of the State Educational Agency (SEA) Application.

Section XVIII - B. District Budget Narrative: Can provide: reading coaches, comprehensive reading series, supplemental materials, intervention materials, assessments, professional development (building, district, and state).

Section XVIII - C. First Year Reading First Building Budget: This section is to be copied and completed for each building. Each building budget subtotal needs to be transferred to *Section XVIII - E. Reading First Budget Summary*.

Section XVIII - D. First Year Reading First District Budget: This section is to be copied and completed for your district. It then needs to be transferred to *Section XVIII - E. Reading First Budget Summary*.

Section XVIII - E. Reading First Budget Summary: These totals need to be transferred to page 1 *Section II – Total Budget*.